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Reading Guide for “Discrepant Teaching Events” Article

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1. What is the purpose of a discrepant event? Why do they work? p. 266
2. What is the difference between a discrepant event used in the sciences and a discrepant *teaching* event? pp. 266-267 & 269
3. Define the terms *assimilate* and *accommodate*.
3. What is cognitive disequilibrium, which is also known as cognitive conflict? What is its purpose? pp. 266 & 268
4. What two factors should you consider when designing a discrepant teaching event? p. 269
5. In what ways can the effectiveness of discrepant teaching events be measured? Which would work best in your discipline? p. 269

Think It Over

In your opinion, which of the three examples of discrepant teaching events (science methods, introduction to mathematics, U.S. history) had the most impact on student learning? Explain.

What are some typical misconceptions students have about your discipline or course content? Have you found an effective way to change students’ thinking about these concepts? If yes, what did/do you do? If no, what kind of discrepant event might be used to overcome students’ learning roadblocks?